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AUTHOR MacMillan, Thomas F.
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ABSTRACT

In an effort to assess students' impressions of the educational growth and change they experienced at Mendocino College (MC), a survey was administered to all students participating in graduation ceremonies during the 1990-91 school year. Usable surveys were obtained from 40% (N=73) of this sample. In addition, existing data were analyzed for the entire group of candidates for degrees and certificates (N=156). Study results included the following: (1) slightly over 76% of all candidates were female, as compared with about 65% of the total student population at MC; (2) the racial and ethnic distribution of graduates was representative of the total student population at the college; (3) in the most recent student data base, approximately 40% of the graduates indicated an intention to transfer, although a slightly higher number (46%) of the survey respondents indicated that they planned to transfer; (4) over 42% of the survey respondents reported taking five or more semesters to attain their educational goals; (5) at least 50% of the students rated the majority of MC resources and services as "very" or "somewhat" helpful, with the most frequently used services and resources receiving the highest ratings; (6) "scientific and critical thinking" was the area in which students reported the most development as a result of their college experience, with "human relations" and "personal development and self-awareness" also receiving high ratings; and (7) over 25% of the students felt that they had not made even moderate gains in math proficiency, while low ratings were also reported in the development of aesthetic awareness. Detailed data tables, open-ended student comments, and the survey instrument are included. (PAA)

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AN ASSESSMENT OF EDUCATIONAL BENEFITS: A RESPONSE BY 1990-91 MENDOCINO COLLEGE GRADUATES

Research Report 91-8

June, 1991

U.S. DEPARTMENT OF EDUCATION
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AN ASSESSMENT OF EDUCATIONAL BENEFITS:
A RESPONSE BY 1990-91 MENDOCINO COLLEGE GRADUATES

Background:

The concept of Educational Benefit Assessment was introduced into the literature in the late 1960s by the Center for Evaluation, Graduate School of Education, UCLA, which developed a series of student self-reports concerning a variety of aspects of college and university experience and impact. Scales were developed by UCLA to assess student impressions of educational growth and change experienced throughout the undergraduate years. In this study, items from severl of the UCLA scales were utilized and additional items developed to create a new instrument for use at Mendocino College. Initially, the instrument was administered to those students participating in the graduation ceremonies for 1990-91. Complete and usable responses were obtained from about 40% of all candidates for degrees or certificates. Additional data were analyzed for the entire group of candidates who were currently enrolled at the time of their application for degree or certificate (N=156).

For the smaller group of respondents (N=73), items were included to assess the helpfulness of various campus resources and personnel, and a spaces was provided for open comments, which are included as appendices to this report.

These data are to be considered preliminary, and may be regarded as a baseline from which future comparisons might be made. Within these limitations, the responses to indicate at least one measure of consumer satisfaction and experience with Mendocino College, as reflected by a substantial proportion of one graduating class.

Findings:

Demographics for the Graduating Class:

Slightly over 76% of all candidates for degrees and certificates were Female, as compared with about 65% of the total Student Population at Mendocino College. In part, the higher percentage of Females is accounted for by the fact that Females tend to persist in college to a greater degree than males, as reflected in a follow-up of Matriculants over a four-semester period. In addition, the College offers a number of degrees and certificates in fields that are traditionally dominated by Females - Early Childhood Education and the Clerical-Secretarial fields, for example. Finally, patterns of support service, including Financial Aid, tend to favor Female students to some degree due to employment, family, and economic need. Ilustrative of this point is that fact that the 1990-91 graduating class included 31 EOPS students, of which 24 were Female - 15.69% of all candidates.

The Racial-Ethnic distribution of graduates is representative of the total Student Population at Mendocino College. Overall, minority students tend to graduate in proportion to their representation on campus. In fact, as follow-up data on Matriculants has shown, minority students are slightly (but not statistically significantly) likelier to persist over at least four (4) semesters than their non-minority cohorts.

A wide range of Ages is represented among Mendocino College graduates. Among those included in this sample, the eldest was 55 at the beginning of the academic year, and the youngest 18. High School Graduation Year tended to parallel what would be predicted on the basis of Age.

In the most recent student data base, approximately 40% of the graduates indicated a Transfer intent, and about 25% some form of Vocational preparation. An additional 30% were undecided or undeclared, but developed degree or certificate objectives during their attendance at Mendocino College. When asked to state future plans, the respondents to the Educational Benefits Survey indicated slightly higher actual plans for Transfer (46%), while about a quarter retained their immediate plans to seek employment. About one out of every six graduates indicated plans to continue taking courses at Mendocino College in coming semesters.

Respondents to the Educational Benefits Survey also reported several other characteristics. The modal time for completion of an educational objective was three (3) to four (4) semesters, but 0ver 42% reported taking five (5) or more semesters to attain their goals. The majority of graduates were part-time students, taking classes in the Evening, or both Day and Evening courses. College Centers were well represented: about 40% had taken at least one (1) course through the Willits Center, and about 20% through the Lake County Center.

Overall, respondent assessment of Mendocino College resources and services was positive and affirming, with at least 50% of all surveyed indicating one of the highest two (2) ratings for the majority of individual items. High ratings tended to be associated with high contact or use: Faculty members, Counselors, The Learning Center, Library, and Financial Aid-EOPS services received among the highest ratings. Services with lower ratings also tended to be those that were not used or contacted by the majority of students, although those who were served felt positive about their experiences.

Educational Benefits:

Five (5) Scales were developed to assess self-reported educational and personal "value added" as a result of student experience at Mendocino College. The greatest impact, as reflected by aggregate mean for items on the Scale, was in the area of Scientific and Critical Thinking. Students perceived themselves to have made significant gains in development of Intellectual Curiosity, Open-Mindedness, and the Ability to Draw Reasonable Conclusions from Facts and Assumptions. The highest individual item rating for all items included was found to be for the Development of Vocabulary, Terminology and Facts in Various Technical Fields.

A close second in rating was shown for the Scale measuring Human Relations Benefits. For these respondents, a major aspect of the College experience seems to have been in the areas of Personal Development and Self-Awareness, as well as appreciation of one's own Individuality and Independence in thought and action.

On the negative side, over a quarter of the respondents felt they had not made even a moderate about of gain in the development of Arithmetic and Mathematical Proficiency. Also, there seemed to be less impact in Aesthetic awareness, appreciation and participation than would be anticipated, based on the large enrollment in Arts and Humanities classes, and on the extensive performance and exhibit capabilities of the Performing Arts and Fine Arts Departments.

The Scale receiving the lowest aggregate rating was Vocational Benefits. In part, this was due to the fact that only about 25% of the candidates declared a vocational goal. To what extent the responses indicate dissatisfaction with programs is not directly possible to determine from the data. Further study of the job satisfaction and performance among Vocational-Technical graduates should be conducted to ascertain these facts.

Discussion:

Institutional Quality is an elusive concept, difficult to measure objectively. The difficulty is compounded for the Community College because of the tremendous diversity of interests and expectations among those who enroll for various reasons. Objective data, such as rates of transfer, numbers of degrees and certificates awarded, and job placement and performance, provide only a partial view of the impact and value of the Community College experience to its consumers - the students. Despite its limitations, the method of student self-assessment described in this report may be useful to approach some of the intangibles among educational benefits, viewed through consumer perspective.

It is evident from the data that the majority of respondents had a positive experience at Mendocino College, and presented a uniformly high level of assessment of the impact of the programs and services available through the College. Since these data are to be viewed primarily as baseline information for future comparisons as the Scales are further refined and modified, no policy recommendations are appropriate in this report.

Further studies could be conducted using different cohort groups, such as those withdrawing within or at the end of a semester of enrollment, or those enrolled for objectives other than Transfer or Vocational Certification. An attempt should be made to seek responses among those groups of students most likely to have had a negative College experience, with special attention to the differences that might be found among their responses to the same questionnaire.

TABLES 1- 14

Table 1

Sex of 1990 - 91 Graduates

	N	%
Male	37	23.72%
Female	119	76.28%
Total	156	100.00%

Table 2

Racial-Ethnic Distribution of 1990-91 Graduates

Category	Number	Percent
White, Non-Hisp.	125	80.13%
Asian	1	0.64%
Black, Non-Hisp.	2	1.28%
Mexican American	10	6.41%
Native American	6	3.85%
Other Non-White	11	7.05%
Pacific Islander	1	0.64%
Filipino	0	0.00%
Total:	156	100.00%

Table 3

Age Distribution of 1990-91 Graduates

Age Range	Number	Percent
Under 18	0	0.00%
18-19	8	5.13%
20-24	32	20.51%
25-29	9	5.77%
30-34	26	16.67%
35-39	33	21.15%
40-44	30	19.23%
45-49	12	7.69%
50 +	6	3.85%
	156	100.00%

Table 4

High School Graduation Year 1990-91 Graduates

Years	Number	Percent
1940-44	2	1.28%
1945-49	0	0.00%
1950-54	1	0.64%
1955-59	6	3.85%
1960-64	12	7.69%
1965-69	25	16.03%
1970-74	29	18.59%
1975-79	24	15.38%
1980-84	10	6.41%
1985-89	37	23.72%
Other	10	6.41%
Total	156	100.00%

Table 5

Stated Goals of 1990-91 Graduates

Category	Number	Percent
AA/AS Transfer	56	36.60%
Transfer - No Degree	6	3.92%
AA/AS Vocational	16	10.46%
AA/AS General	7	4.58%
Certificate	23	15.03%
Other	45	29.41%
Total	153	100.00%

Table 6

Future Plans of 1990-91 Graduates (Questionnaire Respondents)

(N=73)

What **BEST** characterizes your future plans? (Choose one, please)

Continue taking courses at Mendocino College.

N	%
12	16.44%

Transfer to another college or university.

N	%
34	46.57%

Continue my present employment or activities (including retirement).

N	%
11	15.07%

Seek employment in this area.

N	%
6	8.22%

Relocate for employment opportunities.

N	%
3	4.11%

Undeclared

N	%
7	9.59%

Table 7

Semesters Required to Complete Goal

How many semesters has it taken you to complete your degree/certificate objective at Mendocino College?

Response	N	%
1 or 2	13	17.81%
3 or 4	28	38.36%
5 or 6	13	17.81%
7 or 8	10	13.70%
more than 8	9	12.33%
Total	73	100.00%

Table 8

Status While Attending Mendocino College

While enrolled, what was your status?

Response	N	%
Full-time student most of the time	34	46.57%
Part time student most of the time	39	53.43%
Total	73	100.00%

	N	%
Primarily Day	34	46.57%
Primarily Evening	18	24.66%
Both	21	28.77%
Total	73	100.00%

Any Classes at Willits Center?	29	39.73%
Any Classes at Lake Center?	14	19.18%
Total	44	60.27%

Table 9

Helpfulness of Campus Resources

Individual Faculty Members

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
38	52.05%	12	16.44%	6	8.22%	9	12.33%	8	10.96%

N	Mean
73	2.05

College Counselors

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
32	43.83%	13	17.81%	9	12.33%	7	9.59%	12	16.44%

N	Mean
73	2.23

Financial Aid/ EOPS Office Staff/ Services

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
25	38.46%	11	16.92%	10	15.38%	0	0.00%	19	29.23%

N	Mean
65	2.35

Learning Center/ Tutorial Staff/ Services

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
30	42.25%	9	12.68%	14	19.72%	4	5.63%	14	19.72%

N	Mean
71	2.28

Admissions and Records Staff/ Services

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
26	36.11%	15	20.83%	12	16.67%	12	16.67%	7	9.72%

N	Mean
72	2.33

Library Staff/ Services

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
27	38.03%	14	19.72%	8	11.27%	9	12.68%	13	18.31%

N	Mean
71	2.35

Career Center Staff/ Services

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
21	30.00%	8	11.43%	11	15.71%	9	12.86%	21	30.00%

N	Mean
70	2.71

(Continued on Next Page)...

Disabled Student Staff/ Services

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
15	22.06%	4	5.88%	6	8.82%	5	7.35%	38	55.88%

N	Mean
68	3.13

Associated Student Body Organization/ Services

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
13	19.12%	11	16.18%	9	13.24%	8	11.76%	27	39.71%

N	Mean
68	2.97

Campus Food Services

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
15	21.74%	17	24.64%	20	28.99%	7	10.14%	10	14.49%

N	Mean
69	2.57

Campus Bookstore

Very		Somewhat		A Little		Not At All		Didn't Consult/Use	
N	%	N	%	N	%	N	%	N	%
24	35.29%	21	30.88%	9	13.24%	8	11.76%	6	8.82

N	Mean
68	2.19

Table 10

Educational Benefits: Foundations

Calculating and computing - arithmetic and mathematical proficiency.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
4	5.48%	15	20.55%	26	35.62%	18	24.66%	10	13.70%

N	Mean
73	3.07

Academic foundation for continuing in higher education.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
5	6.85%	7	9.59%	13	17.81%	23	31.51%	25	34.25%

N	Mean
73	3.42

Computer literacy and functional awareness.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
4	5.48%	9	12.33%	14	19.18%	27	36.99%	19	26.03%

N	Mean
73	3.40

Commitment to lifelong learning as a goal and process.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
5	6.94%	11	15.28%	6	8.33%	25	34.72%	25	34.72%

N	Mean
72	3.40

Scale Item Mean: 3.32

Table 11

Educational Benefits: Vocational

Background and specification for further education in some professional, scientific, or scholarly field.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
3	4.11%	6	8.22%	2	28.77%	2	30.14%	21	28.77%

N	Mean
73	3.42

Basis for improved economic and/or social status.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
3	4.11%	9	12.33%	20	27.40%	25	34.25%	16	21.92%

N	Mean
73	3.36

Vocabulary, terminology and facts in various technical fields of knowledge.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
1	1.37%	5	6.85%	18	24.66%	33	45.21%	16	21.92%

N	Mean
73	3.58

Vocational training - skills and techniques directly applicable to a job.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
7	9.59%	14	19.18%	18	24.66%	16	21.92%	18	24.66%

N	Mean
73	3.08

Scale Item Mean: 3.36

Table 12

Eductional Benefits: Scientific and Critical Thinking

Intellectual curiosity - interest in discovering and understanding problems.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
2	2.74%	6	8.22%	15	20.55%	25	34.25%	25	34.25%

N	Mean
73	3.55

Intellectual honesty and objectivity.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
4	5.48%	8	10.96%	14	19.18%	27	36.99%	20	27.40%

N	Mean
73	3.42

Open mindedness - withholding judgment, examining contrary views.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
2	2.74%	5	6.85%	19	26.03%	26	35.62%	21	28.77%

N	Mean
73	3.52

Ability to define problems.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
0	0.00%	9	12.33%	20	27.40%	30	41.10%	14	19.18%

N	Mean
73	3.48

Ability to draw reasonable conclusions from facts and assumptions.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
0	0.00%	6	8.22%	18	24.66%	37	50.68%	12	16.44%

N	Mean
73	3.59

Understanding of the nature of science, experimentation, and theory.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
4	5.48%	6	8.22%	29	39.73%	28	38.36%	6	8.22%

N	Mean
73	3.28

Scale Item Mean: 3.47

Table 13

Educational Benefits: Humanistic

Awareness of different philosophies, cultures, and ways of life.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
2	2.74%	10	13.70%	20	27.40%	20	27.40%	21	28.77%

N	Mean
73	3.25

Broadened literary acquaintance and appreciation.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
2	2.74%	6	8.22%	21	28.77%	19	26.03%	25	34.25%

N	Mean
73	3.37

Aesthetic sensitivity - appreciation and enjoyment of art, music, drama.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
5	6.85%	11	15.07%	18	24.66%	18	24.66%	21	28.77%

N	Mean
73	3.25

Writing and speaking - clear, correct, effective communication.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
2	2.74%	11	15.07%	18	24.66%	28	38.36%	14	19.18%

N	Mean
73	3.37

Scale Item Mean: 3.31

Table 14

Educational Benefits: Human Relations

Personal development - understanding one's abilities and limitations, interests and standards of behavior.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
3	4.76%	3	4.76%	15	23.81%	27	42.86%	15	23.81%

N	Mean
63	3.52

Development of friendships and loyalties of lasting value.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
2	2.74%	16	21.92%	16	21.92%	20	27.40%	19	26.03%

N	Mean
73	3.26

Appreciation of individuality and independence of thought and action.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
1	1.37%	7	9.59%	17	23.29%	23	31.51%	25	34.25%

N	Mean
73	3.53

Social development - experience and skill in relating to other people.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
4	5.48%	5	6.85%	21	28.77%	29	39.73%	14	19.18%

N	Mean
73	3.41

Tolerance and understanding of other people and their views.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
1	1.41%	8	11.27%	19	26.76%	25	35.21%	18	25.35%

N	Mean
71	3.46

Appreciation of the foundations of moral and ethical standards.

Little or None		Some		A Moderate Amount		Quite a Bit		Very Much	
N	%	N	%	N	%	N	%	N	%
1	1.37%	5	6.85%	29	39.73%	27	36.99%	11	15.07%

N	Mean
73	3.42

Scale Item Mean: 3.42

Appendix - Student Coments

orchids for E. Jones, onions (part-time instructor-Computer Science)

Astronomy teacher DeBane excellent. One of the most educational & fun classes. Hurray for De Bane.

I found every one very helpful in my courses.

everything excellent

Talk to the teachers about remembering to let us out for our break.

Onions for (Part-time instructor- Computer Science)

Excellent College! Great Teachers "Class of 91"!

I have had some wonderful teachers here such as Virginia Wagner and Bob Comings they have both given me a great deal of encouragement and they are very personal and caring people. I also could not have made it without all of the help from my good friends at the Career Center, Katie and Marie. They have helped give me some direction in my life.

orchids w/encouraging teachers, onions to those that tell students "I don't think you're going to make it."

My wife and family are very disappointed in your grad. ceremony. Letter to follow.

orchid awards to Candy at Lake Co. MC-helpful, kind, Carolyn Brown L.C.MC very helpful, Sue Demille exciting, informative, treat us more adult not HS, Vernise Delzel exciting wide range of information & experiences

God Bless & many thanks to Nancy P.R. and Candie D. in Counseling. Kudos! MacMillan, Smythe, West, Wallen, Prud'homme, McLeitch, Speed, Brackman. Great teaching staff. THANKS

Mr. Lyons, Lake Co., yeah! the best, most inspirational. Nancy McLelland, inspired me to change my major to English-very motivating. Gary Dutton-wonderful, helpful, good teacher

There are a few faculty members who are really interested in the direction of the student lifes. However thats the problem, there needs to be more involvement on the part of the administration on direction. Sometimes I was amazed at the contrasting views of faculty members and administration.

I feel this college lacks in communication at all ends! There also isn't much of a college spirit!

Everything meet my needs adequately. All the instructors were great. Keep up the good work.

. Statistics -Needs more tutors. Thanks for everything. It was great being at M.C.!

I would like to know who typed up this test. Because I think they need to take another typing class. The numbers are all screwed. I also think this survey should have been given to us before the day of graduation.

I'd like to see smoking eliminated. I award an orchid for the improved environment of the library. Thank you for a wonderful education.

I don't know how this campus should be improved other than a better appreciation to the Child Development Center. Penny Walker deserves a bouquet of orchids. BRAVO All of the instructors have awaken in me a desire to learn and discover.

Tom MacMillan was one of the best teachers I've had in my lifetime. I wish there were more like him.

Orchids to the Lake Co. campus, Ruth Lincoln, who bent over backwards to provide necessary classes & to provide quality instructors. I have attended 3 colleges, Ithaca, Vassar, & here, and the quality of instruction is excellent! My most frustrating experience here was with my counselor. Each time we met, (twice a year), there were additional, new requirements for matriculation. It was frustrating to find out it would take longer to graduate! But overall, a great experience & a quality education!

I've enjoyed most of my classes here. One of the last was ART 206. I enjoyed it so much I would like to see it offered as a two semester course so it isn't so rushed.

I really appreciate the classes you offer at the Willits Center- Please don't cut them back!

Announcements-Orchid to Emmett Jones for keeping his classes knowledgeable of all campus events & pertinent announcements. Method of posting announcements leaves a lot to be desired. there should be one central location where all information is posted since most Instructors do not make announcements in classes

Dede Ledford my counselor was receptive to my needs as a bicultural student, was very encouraging and inspiring. Oscar De Haro, although I was not an EOPS student him and his staff provided supporting service from their office in many instances. The office of Admissions was always very supportive as well. All in all I've had a very positive experience at MCC. Querer es poder! P.S. To Mr. Barnett for all his support w/ limitted English students taking math.

I wish there was a nursing program at our college. Luckily, I was accepted at S.R.J.C. but my opportunities were very limited. Bob Alto deserves bouquets of orchids! Ezbon Jen made learning painless, thanks. Jan Smyth was a great help in my life as well as in school.

The orchids go definitely to----Bob Alto, Alan West, Virginia Wagner, Jerry DeChaine, Bob Barnett! Actually the staff all are very wonderful! I had a great 1 1/2 yr!

Terrific Job: Larry McLeitch Larry Prudhom!!

Need to have an RN program at this college.

The college is a place that allowed me to be myself and feel good about being here. The location is very peaceful and it makes it easy to study. I would however like to see the college offer a continuation program for nursing students. The area has an incredible need for nursing programs. It is forcing local students to go else where and put their money into other counties economies instead of ours. Please consider this carefully. Thank you.

Statistics could be beneficial and interesting if the instructor was more inclined to have the students gain something from the class than covering a specified amt of material.

I had Lynn for my counselor she was excellent. I enjoyed being able to reach the instructors when I needed to.

Appendix - Educational Benefits Questionnaire

Mendocino College Graduate Questionnaire

Please use pencil to mark your answers on the answer sheet.

On the answer sheet, please give your: Name / Field(s) of Graduation Degree or Certificate

Please take a few minutes to respond to the following questions about your experience at Mendocino College. We hope to learn about our strengths and weaknesses, and about your experiences and plans. Thank you for your help.

Listed below are several areas of focus. To what extent have you made progress or have benefited through your experience at Mendocino College. Score your response as follows:

5 (E) Very much
4 (D) Quite a bit
3 (C) A moderate amount
2 (B) Some
1 (A) Little or none

1. Background and specification for further education in some professional, scientific, or scholarly field.

2. Basis for improved economic and/or social status.

3. Vocabulary, terminology and facts in various technical fields of knowledge.

4. Vocational training - skills and techniques directly applicable to a job.

5. Awareness of different philosophies, cultures, and ways of life.

6. Broadened literary acquaintance and appreciation.

7. Aesthetic sensitivity - appreciation and enjoyment of art, music, drama.

8. Writing and speaking - clear, correct, effective communication.

9. Calculating and computing - arithmetic and mathematical proficiency.

10. Intellectual curiosity - interest in discovering and understanding problems.

11. Intellectual honesty and objectivity.

12. Open mindedness - withholding judgment, examining contrary views.

13. Ability to define problems.

14. Ability to draw reasonable conclusions from facts and assumptions.

15. Understanding of the nature of science, experimentation, and theory.

16. Personal development - understanding one's abilities and limitations, interests and standards of behavior.

17. Development of friendships and loyalties of lasting value.

18. Appreciation of individuality and independence of thought and action.

19. Social development - experience and skill in relating to other people.

20. Tolerance and understanding of other people and their views.

21. Appreciation of the foundations of moral and ethical standards.

22. Academic foundation for continuing in higher education.

23. Computer literacy and functional awareness.

24. Commitment to lifelong learning as a goal and process.

Additional data:

25. How many semesters has it taken you to complete your degree/certificate objective at Mendocino College?

    a. 1 or 2
    b. 3 or 4
    c. 5 or 6
    d. 7 or 8
    e. more than 8

26. While enrolled, what was your status?

    a. Full-time student most of the time
    b. Part time student most of the time

27. While enrolled, did you attend primarily Day or Evening classes?

    a. Primarily Day
    b. Primarily Evening
    c. Both

28. While enrolled, did you ever take classes at a College Center?

    a. Yes, Willits Center
    b. Yes, Lake County Center

How helpful were each of the offices or services listed below:

a. Not at all helpful
b. A little bit helpful
c. Somehwhat helpful
d. Very Helpful
e. I didn't use the service

29. Individual Faculty Members

30. College Counselors

31. Financial Aid/ EOPS Office Staff/ Services

32. Learning Center/ Tutorial Staff/ Services

33. Admissions and Records Staff/ Services

34. Library Staff/ Services

35. Career Center Staff/ Services

36. Disabled Student Staff/ Services

37. Associated Student Body Organization/ Services

38. Campus Food Services

39. Campus Bookstore

40. What **BEST** characterizes your future plans? (Choose one, please)

a. Continue taking courses at Mendocino College.
b. Transfer to another college or university.
c. Continue my present employment or activities (including retirement).
d. Seek employment in this area.
e. Relocate for employment opportunities.

In the space for comments, let us know where we should award a few orchids around campus, and where we should award a few onions. Briefly tell what was terrific and what we really need to improve as we serve the next generation of students.

Thanks again.

Congratulations on attaining your goal. We look forward to your continuing to view Mendocino College as an educational resource in your future.

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